Exploring the Challenge of Cultivating a Peaceful Culture in Higher Education Institutions of Pakistan

Ali Raza Haidri
Punjab College of Commerce Blue Area, Islamabad.
*** Email**: alirazahaidry@gmail.com

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This study delves into the intricate landscape of fostering a peaceful culture within higher education institutions in Pakistan. Against the backdrop of societal tensions and global challenges, the focus lies on understanding the multifaceted barriers and opportunities in cultivating an environment conducive to peace within these academic settings. This study navigates the complex terrain of fostering a culture of peace within higher education institutions in Pakistan. Employing a straightforward and random sampling method, colleges and a sample of sixty teachers, along with eight department heads from various universities, were selected for analysis The responses provided by these individuals were then subjected to thematic analysis using the ATLAS. to approach. The challenging themes that were chosen for analysis were derived from both quantitative and qualitative data. These themes include pressure group and peer group dynamics, cultural barriers, lack of awareness about peace, and injustice, the role of social media, and the absence of communication skills in the educational curriculum. These issues are currently hindering the progress towards establishing a culture of peace within universities. The discovery also suggests that there are enough chances within university education to foster the advancement of sustainable peace. Institutions had many challenges, such as limited resources and a lack of support systems for administering law and order within their premises. The participants of this study were motivated to contribute to the advancement of a culture of peace inside their institutions, with the aim of bolstering the stability and progress of Pakistan. The present study explores the concept of transformation within the context of peace culture in the field of teacher education. It aims to shed light on the challenges faced by universities in promoting a peaceful culture through teacher education programs.

Keywords: Global Challenges, Peace Within Universities, Societal Tensions, Cultural Barriers.

Introduction:

Pakistan has grappled with the scourge of violent extremism for decades, endeavoring to reconcile disputes among diverse ethnic groups to foster a culture of peace within its society. In alignment with the global agenda set for 2030, Pakistan formulated its Vision 2025, envisioning a roadmap towards these global aspirations. This national strategy extends its purview to universities, recognizing the pivotal role of higher education, known for its profound and far-reaching impacts on individuals. Embedded within this vision, universities are entrusted with a critical mandate to contribute to the achievement of Sustainable Development Goals[1]. However, despite this ambitious agenda, Pakistan, as a multicultural and multi-ethnic nation, continues to grapple with issues of terrorism and xenophobia, particularly among its educated youth. The higher education landscape mirrors this diversity, housing students from varied castes, languages, religions, and ethnicities, each facing distinct societal challenges and pressing issues. In a world often marred by conflicts and social unrest, the role of educational institutions, particularly universities, stands as paramount in nurturing a culture of peace. This study delves

into the multifaceted challenge faced by higher education institutions in Pakistan concerning the establishment and sustenance of such a culture [2][3][4][5].

The significance of cultivating peace within university settings has been widely acknowledged in academic literature. UNESCO, in its Education for Sustainable Development goals, emphasizes the pivotal role of education in promoting peace, tolerance, and understanding among diverse communities (UNESCO, 2014). Within Pakistan's societal fabric, where geopolitical tensions and internal strife persist, universities are confronted with the arduous task of not only imparting knowledge but also instilling values of harmony, tolerance, and conflict resolution among students and faculty [6][7][8][9].

The notion of peace is often seen as abstract, intricately intertwined with a multitude of actions and reactions that collectively contribute to its formation. Establishing peace yields immense benefits by nurturing mindsets and fostering traits such as tolerance, patience, and a profound respect for diverse ideas. It's essential to recognize that cultivating these attitudes and constructive skills, pivotal for societal advancement, is an enduring journey that demands years of steadfast dedication and persistent endeavor. The pursuit of peace stands as a universally cherished aspiration, resonating across individuals and communities worldwide [10]. Furthermore, it is imperative that during the process of conflict transformation, institutions undertake a thorough examination and assessment of the entire framework to reveal the fundamental factors fueling the ongoing conflict. The United Nations, in its pursuit of nurturing a culture of peace, underscores the significance of cultivating conversational skills and capabilities among all segments of society to facilitate the emergence of such a culture. As outlined by the United Nations (2016), it becomes the responsibility of the state to promote the cultivation of negotiation and communication skills among individuals, thereby empowering them with the essential tools to address their concerns in a peaceful and reasoned manner [2].

The notion of sustainable peace extends beyond merely establishing peace; it embodies the continuous progression toward its advancement. A pressing challenge facing modern society is the diminishing proclivity to confront issues directly. It's crucial to reshape the attitudes of students, considering their future roles as leaders. They hold the potential to steer societal change and should be equipped with the mindset to address challenges actively and effectively. That's a powerful statement! The concept of sustainable peace indeed surpasses mere establishment; it encapsulates a constant journey toward progress. One significant challenge today is the declining willingness to confront issues head-on. It's vital to reshape the mindsets of students, given their forthcoming leadership roles. As future leaders, they possess the capacity to drive societal transformation and should be instilled with the mindset to proactively and efficiently tackle challenges [11].

Furthermore, it's crucial to undertake the responsibilities required to empower individuals with the capability to face challenging situations without resorting to avoidance. This responsibility demands considerable effort and education to transform personal beliefs and negative attitudes toward others. A fundamental goal of education is to nurture the capacity to adeptly confront difficult circumstances by discerning conflicting perspectives and fostering independent critical thinking. This emphasizes the necessity to invest in the training of young individuals, preparing them to address conflicts and adequately meet the demands of the labor market [12]. The creation of an institutional framework that places emphasis on nurturing socially-oriented skills has played a pivotal role in advancing positive transformations in crime prevention and enhancing societal stability. Additionally, it suggests that it's crucial for the younger generation to foster a mentality that embraces diverse religious beliefs and encourages adaptability. This mindset equips them to adeptly navigate through both plausible and challenging situations [13].

Culture and society are interconnected, with culture reflecting society and society reflecting culture. Thus, it can be said that these two concepts are inseparable and mutually

influential. In terms of social stratification, Basic Culture is characterized by divisions based on various factors like caste, language, gender, social rank, ethnicity, regional affiliation, and religious affiliation. On the other hand, these categories can be further subdivided based on factors such as educational attainment, occupational titles, socioeconomic status, and household characteristics [14]. The cultivation of a culture of peace is a fundamental component for the achievement of a prosperous society and the maintenance of national stability. Moreover, has provided additional analysis of the correlation between a state and its culture of peace, emphasizing the influence of values, norms, traditions, and general living standards. In Pakistan, there exists a significant proportion of the population comprised of younger individuals [15]. Consequently, it becomes imperative to prioritize the development of higher education systems that foster self-discipline and promote harmony within the nation through effective teaching and learning methodologies. Hence, the researchers opted for this particular term for the research study, since it pertains to the role of faculty members and their direct involvement in fostering a culture of peace change among graduate students. Moreover, the current study holds value in promoting the dissemination of a culture of peace among the younger generations [16].

The reflective attitudes of teachers and parents significantly shape the development of positive traits in individuals. These attributes are deeply linked to core life values, particularly those rooted in religion, which ultimately aid in nurturing morals and values among learners. Teachers have the ability to transform the pessimistic mindsets of students by engaging them in personal reflection exercises [17]. The foundational training begins within an individual's home, where self-illustration occurs through diverse forms of learning like storytelling, hands-on experiences, and various instructional mediums. Teachers are often seen as significant role models for students. Yet, when teachers exhibit negative or immoral behavior, it can lead to severe repercussions [18]. The personal and social conflicts experienced by teachers can detrimentally affect the growth of young individuals. Students influenced by such teachers might face challenges in their personal development, displaying unrefined attitudes towards social interactions and personal obstacles. This can result in feelings of frustration and impatience when dealing with difficulties, leading to difficulties in establishing meaningful social connections and pathways to success in their future endeavors. Therefore, it becomes the responsibility of teachers to guide individuals toward a more positive mindset and actively foster cultural diversity [19].

Teachers' professional competence holds the potential to build a strong educational foundation for the nation by educating learners. Their integrity enhances the ability to generate new ideas, especially through innovative methodologies. This, in turn, aids in identifying challenges and enables the reconstruction of positive cognitive patterns [20]. The younger generation plays a crucial role in nurturing enduring peace. Understanding the underlying motives and dynamics behind conflicts is crucial for this pursuit. Moreover, education should equip young individuals with the skills and knowledge needed to actively engage in peaceful endeavors. Ideological conflicts often serve as the main trigger for social unrest within societies. The propagation of such conflicts has been accelerated through diverse cyber and electronic channels [21]. Resolving ideological disputes is a time-consuming process, requiring lifelong commitment across various levels. The pursuit of peace demands substantial dedication and persistence, reaching far beyond higher-level institutions. It's crucial that this journey commences at the foundational stages, where each individual takes up their role and responsibility [22].

The role of education and the responsibilities carried by teachers are pivotal in ensuring access to the educational system in any society. Acknowledging the perspectives of instructors and their decision-making processes is crucial for improving the overall institutional environment. Involving individuals with intellectual prowess in resolving conflicts has the

potential to promote reconciliation and establish lasting peace. Moreover, initiating change requires collective and collaborative efforts to successfully achieve the intended objectives [23]. Furthermore, the argument posits that in contemporary society, addressing conflicts rather than eradicating them is more advantageous, recognizing the necessity of conflicts for human survival. Khan emphasizes that the complete elimination of conflicts is implausible, underscoring the importance of nurturing individuals' skills and capabilities to adeptly manage these conflicts through peaceful methods. Effectively tackling the challenges posed by a complex and contentious environment stands as a crucial and foundational objective within the modern global framework [24]. The focal point of this research revolves around "The Evolution of Peaceful Culture: A Challenge Confronting Pakistani Universities - A Mixed Methods Study." The primary aim is to furnish a comprehensive comprehension of this challenge, thereby offering invaluable insights to Pakistani universities for effectively navigating and surmounting this obstacle. The study delves into existing impediments and constraints within institutions that hinder advancement and the adoption of constructive changes. Furthermore, it seeks to elucidate the societal barriers that obstruct endeavors toward attaining peace [25]. The core objective of this study is to pinpoint the elements posing hurdles to the evolution of a peace-oriented culture in Pakistani universities. Furthermore, it aims to delineate prospective strategies for nurturing enduring peace via teacher education within these academic institutions. The study fundamentally investigates factors contributing to the challenges impeding sustainable peace within Pakistani educational establishments and explores the avenues through which teacher education can facilitate the cultivation of sustainable peace. This research focused on 60 educators from four colleges situated in the southern region of Punjab, located within Pakistan, a country situated in South Asia [26] [27].

The current research will provide valuable insights for both public and private universities in Pakistan. It is well acknowledged that universities play a significant role in fostering a sustainable and harmonious culture within society. The present study aims to provide potential recommendations for mitigating the obstacles that impede the progress of peace development[28][29]. Furthermore, this will be advantageous for security forces and agencies in their endeavor to promote peace and maintain the integrity of educational institutions[30]. This study will also contribute to the modification of attitudes among students and teachers toward a culture of peace. The findings of the current study contribute to the establishment of a harmonious culture within university settings. The current study's research design and methodology will be discussed in this section [31] [32].

Research Participants:

The study involves a mixed-methods approach, combining quantitative and qualitative analysis to capture participant perspectives. Quantitative data collection utilized a self-designed questionnaire, while qualitative data came from semi-structured interviews conducted with department heads.

Sampling Strategy:

Institutions Selection:

Four universities were selected for data collection—two each from Multan and Bahawalpur districts in the Punjab region. These institutions were chosen due to their programs in Social Sciences.

Participants:

The study included 50 university educators from Social Sciences departments and 6 heads of these departments, randomly selected across four departments in the chosen universities.

Data Collection Methods:

Quantitative Data:

Collected via a questionnaire completed by the 50 university educators. This questionnaire focused on their perspectives on peace culture and higher education's role.

Qualitative Data:

Obtained through individual meetings with the 6 department heads via semi-structured interviews. These interviews explored issues related to peace development in universities and strategies for fostering peace within Pakistani colleges.

Instrument Development:

Quantitative Instrument:

A questionnaire designed to gather perspectives on peace culture and the role of higher education was administered to the university educators.

Qualitative Instrument:

A semi-structured interview protocol tailored for the heads of Social Sciences departments, probing into issues and potential strategies for peace development in Pakistani universities.

Sampling Rationale:

The selection of specific universities aimed to capture diverse perspectives within the Social Sciences departments. Quantitative data from educators and qualitative insights from department heads enriched the study by offering varied viewpoints.

Results and Discussion:

This section presents an evaluation of the dataset encompassing both quantitative and qualitative dimensions. The dataset underwent scrutiny employing a hybrid methodological approach that incorporates qualitative and quantitative analytical frameworks. The exploration and elucidation of numerical information constituted a significant facet of the study's quantitative analysis. Specifically, the quantitative inquiry involved the administration of a structured questionnaire for data acquisition purposes. These statements were designed to assess various features and obstacles encountered in teacher education for promoting peace inside institutions. The researcher personally conducted a visit to four institutions located in southern Punjab, Pakistan, where they delivered a questionnaire to a total of 50 teachers from the social sciences departments. The data was collected by this process. The data was collected and evaluated using descriptive statistics. According to the statement "Inequities within university education systems generate feelings of frustration among individuals", the mean score of 3.56 suggests that frustration arises from injustices within university education and student unions play a significant role in fostering peace. The higher score indicates that the activities of student unions and pressure groups have a notable impact on the establishment of peace within educational institutions. Additionally, a statement reveals a mean score of 3.59, suggesting that in order to foster positive change in universities, teachers must confront various barriers related to harassment. Furthermore, the mean score of 3.73 indicates that effective communication skills within the educational curriculum significantly contribute to the cultivation of a culture of peace in universities. Specifically, the use of dialogue and negotiation as forms of communication are essential for establishing sustainable peace within these institutions. Furthermore, the quantitative findings indicate that the present circumstances pose a significant challenge for institutions and educators in their efforts to foster a culture of sustainable peace within university settings. Table 1 summarizes the statements, their corresponding mean scores, and interpretations derived from the data collected regarding the role of various factors in fostering a culture of peace within educational institutions in southern Punjab, Pakistan.

Table 1: Mean Scores and Interpretations of Statements Assessing Factors Influencing the Cultivation of a Culture of Peace within Educational Institutions in Southern Punjab, Pakistan

Statement	Mean Score	Interpretation
Inequities within university education systems generate feelings of frustration among individuals	3.56	Indicates that frustrations arise from educational injustices, suggesting a significant role of student unions in fostering peace within institutions.
To foster positive change in universities, teachers must confront various barriers related to harassment	3.59	Suggests that addressing harassment-related barriers is crucial for fostering positive changes within university settings.
Effective communication skills within the educational curriculum significantly contribute to the cultivation of a culture of peace in universities	3.73	Indicates the importance of communication skills, particularly dialogue and negotiation, for establishing sustainable peace within educational institutions.
Current circumstances pose a significant challenge for institutions and educators in their efforts to foster a culture of sustainable peace within university settings	-	Highlights the challenges faced by institutions and educators in nurturing a culture of sustainable peace within university environments.

According to the data presented in Table 2, the average score obtained by female participants (57.416) was found to be higher than the average score obtained by male participants (55.86). The data suggests that female professors have a more favorable disposition when confronted with the many obstacles associated with promoting peace and growth inside universities. Furthermore, the obtained p-value of 0.412, exceeding the significance level of 0.05, indicates that there is no statistically significant difference in the attitudes of male and female professors towards the demanding issues for the change of peace culture in universities.

Table 2: Comparison of Attitudes based on Gender

Gender	Average Score	Conclusion
Female	57.416	Female professors have a more favorable disposition
Male	55.86	
p-value	0.412	No significant difference in attitudes

Analysis of Variance (ANOVA) is a statistical method used to compare the means Table 3 presents the results indicating that there was no statistically significant difference seen among the variables. Regarding the perspective on the change of peace culture within universities, the obtained P-value was determined to be 0.343, which surpasses the significance level of 0.05.

Table 3: Analysis of Variance (ANOVA) Results

Variable	P-value	Conclusion
Perspectives on Change	0.343	No significant difference between the variables

The qualitative data in this study was analyzed using semi-structured interviews conducted with 6 heads of social science departments from 3 universities. The data was analyzed using ATLAS. Thematic analysis software and the responses of the participants were interpreted and categorized into various themes. Three main themes were identified, and further subthemes are presented in this report. Three primary themes were identified during the process of qualitative data analysis:

The influence of pressure groups and peer associations on individuals' beliefs, attitudes, and behaviors remains profound, shaping their outlook through socialization, conformity, and

collective actions. Similarly, cultural barriers hinder effective communication and collaboration among diverse cultural groups, impeding interaction and understanding. Across academic disciplines, pressure and peer groups hold significance, playing pivotal roles in shaping individuals' decision-making processes. This essay aims to delve into their dynamics and impact. Qualitative data analysis revealed challenges faced by those engaged in peace-building efforts, particularly concerning pressure and peer groups wielding political influence and propagating intolerance, impacting university settings negatively. Educational institutions face the ongoing challenge of maintaining a balance, with participants advocating for education that engages students in creative endeavors, redirecting their energies toward constructive pursuits.

Cultural Barriers:

Theme two delves into cultural challenges within the university environment, encompassing factors like ethnicity, language, caste, sects, and other cultural elements that notably impact interactions. Addressing these cultural influences adequately is crucial. Responses suggest that deploying effective educational methods and encouraging open dialogues can be instrumental in addressing these cultural hurdles. Overcoming these barriers requires collaborative efforts and the implementation of conversation training programs tailored for the young population within universities.

Advancing the Notions of Peace and Justice:

Participants in the qualitative data analysis propose strategies to cultivate peace and harmony within educational settings, emphasizing the importance of justice principles and adherence to the rule of law. Most participants advocate that a culture of peace hinges on the presence of justice and respect. Moreover, a subset of respondents underscored the role of awareness campaigns and media in shaping peaceful values. Instilling positive values within educational institutions is deemed crucial, as it has the potential to enhance perceptions of peace and justice within college environments.

Conclusion and Recommendations:

In conclusion, based on the findings of this study, it can be inferred that the research objectives have been achieved. The analysis of the data has provided valuable insights into the topic. Based on the quantitative and qualitative findings of this study, it has been determined that in order to foster the establishment of a sustainable peace culture within university educational environments, it is necessary to eradicate the influence of student unions and power groups. The incorporation of co-curricular activities and creative endeavors into the school setting is crucial. The findings of the present research align with the conclusions drawn which also support the notion that value and skill-based education can effectively address conflicts and cultural constraints inside educational institutions. Furthermore, a study yielded similar results, indicating that numerous countries encounter diverse obstacles in their pursuit of sustainable peace development. The duty for addressing and eliminating significant obstacles lies with higher education institutions, which must prioritize the cultivation of effective discourse skills. Additionally, the government can concentrate its efforts on implementing programs that are grounded in core values.

Furthermore, the study highlighted institutions' pivotal role in nurturing sustainable peace and social cohesion, correlating with factors such as education, social dynamics, economic conditions, cultural influences, and political aspects. While many institutions actively promote peace, they encounter substantial obstacles in their operational procedures and pedagogical methods, affecting their day-to-day operations. However, most interview participants expressed a positive outlook, particularly those with a strong passion for fostering sustainable peace within institutions.

To conclude, when students are exposed to engaging educational elements, they tend to invest more in creative pursuits, reducing disruptions within the institution. A critical evaluation of one's social media presence becomes crucial for disseminating knowledge and experiences to

a broader audience. Activities centered on peace and moral development enhance individuals' consciousness and comprehension of harmony. Strategies like organizing seminars and workshops within universities contribute significantly to fostering sustainable peace. The promotion of peace should involve a diverse range of events and seminars.

This study utilized a mixed methods design; future research could explore alternative statistical approaches for more comprehensive analyses. Engaging students and faculty from various fields and institutions, beyond social sciences departments, would provide a broader perspective. Collaborative training programs involving diverse social sectors and cultures should be implemented by universities to promote peace effectively.

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